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ABSTRACT

This document, which is intended for adults considering enrolling in part-time study in higher education, examines the objectives and experiences of adults who have pursued part-time study in higher education in the United Kingdom. The following reasons why adults return to higher education are discussed: personal development; self-fulfillment; career advancement; love for learning; and "fateful moments" leading adults to reevaluate their lives. A rating scale to help adults identify their reasons for considering part-time study is presented. The following credentials that can be obtained through part-time higher education are explained: a certificate of higher education; a diploma of higher education; and a degree. The different ways of preparing for part-time higher education are discussed. The question of determining one's readiness to pursue higher education is explored, and a brief exercise to help prospective students evaluate their writing ability is presented. The costs of learning and possible ways of financing part-time study in higher education are detailed. The experiences and of adults who have pursued higher education part-time are shared. Particular attention is paid to the problem of time management, and a brief time analysis exercise is provided. The following rewards and results of part-time study are considered: degree results; career improvements; and growing confidence. (MN)

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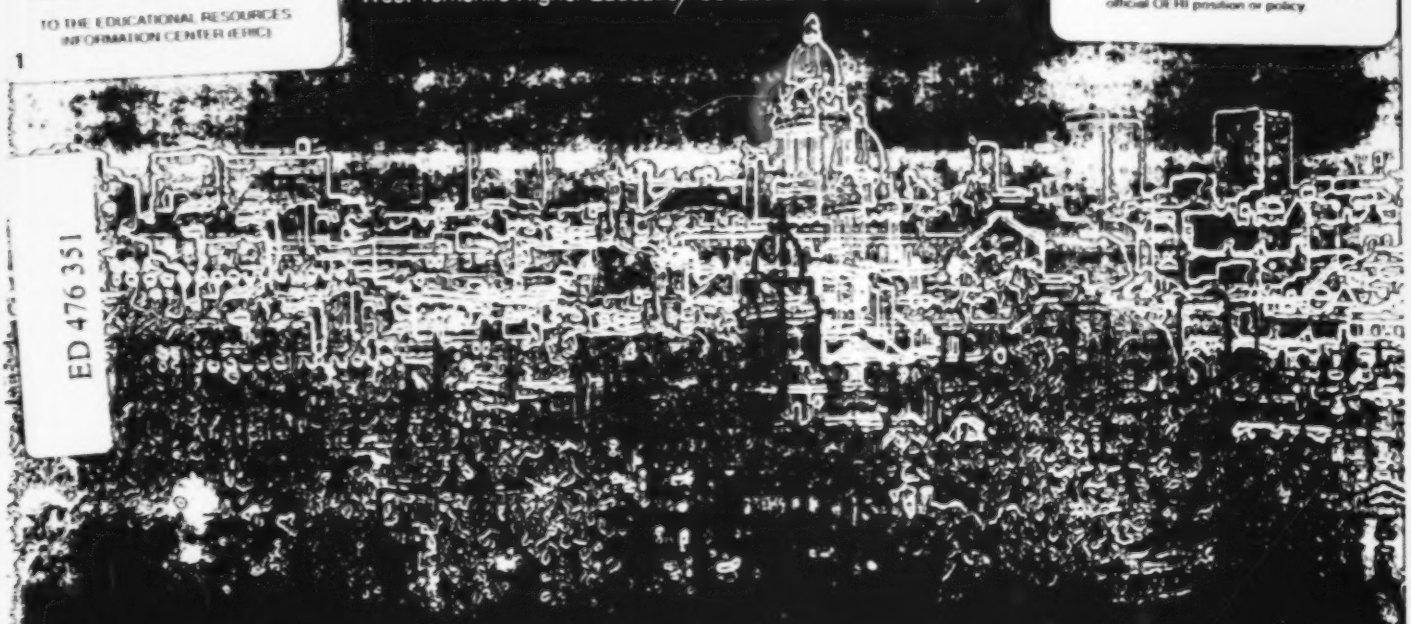

Part Time Study in Higher Education

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Into Universities

Opening Doors to Higher Education

A collaboration between:

Bradford College
Leeds Metropolitan University
The Open University
University of Bradford
University of Huddersfield
University of Leeds

PART-TIME STUDY IN HIGHER EDUCATION

INTRODUCTION

The traditional image of a student at a university or other higher education institution is of someone who spends three or more years full-time at their studies. This image is certainly true of the majority of students who study for a degree. But there is an invisible army of students who now study part-time in higher education. In fact, nearly one in four students in Britain (23%) is studying in higher education on a part-time basis. The overwhelming majority of these (over 90%) are students over 21 years.

Adult students, everyday, in all towns and cities, go to their local universities and colleges during the day or evening and join classes alongside full-time students, or they go to classes especially designed for them. Tens of thousands of adults around Britain are also studying at home on courses with the Open University, or other institutions that offer distance study courses.

Why do they do it? How do they get on? What is it like to study part-time in higher education? How does the experience change them? Read on.

UNFINISHED BUSINESS

Why do adults return to education at this level? It is often the next step for them in their progress through adult education. They may start with a GCSE or A level, or Access course, then keep going! But what makes them start in the first place?

There is no one reason. Most students have a kaleidoscope of reasons and instincts that lead them back into education. Sometimes it can be difficult to express these feelings or separate out the different motives, but the following are commonly expressed:

It doesn't mean anything at all (work). What you doing is...just ripping people off, and in the end you feel a bit guilty. Well I certainly did... It was greed. I wanted more money and then it became pointless. How much money can you spend?

(Paul, a mature student, quoted in the book 'Beyond Fragments')

Personal Development

This motive is often driven by a desire for broadening horizons, meeting more people and experiencing higher education. Higher education is seen as an opportunity to experience new and challenging experiences in the company of like-minded people.

A goal for many students is to gain a qualification – at certificate, diploma or degree level – and this goal gives them a sense of purpose and direction.

Often too, for many people, it is simply not possible to give up a job to study full-time, or a person is content in a job and prefers to experience higher education on a part-time basis.

Self-Fulfilment

This is linked to personal development and is essentially about trying to prove to oneself and others that you have ability, intelligence, something 'between your ears'. People in this situation are often motivated to return to education by feeling frustrated in social situations.

This sense of social frustration can arise as a result of earlier unsatisfactory education experiences. Mature students may feel that they could have worked harder at school but they may have been torn between competing groups and affiliations. For example, whilst teachers might have encouraged them toward staying on beyond school leaving age, support from home may have been ambivalent, or teenage friends had scorned the idea and the need to be accepted by friends have lowered their performance.

Career Advancement

This is about wanting to break out of low-skill, low-paid work into a better paid career, or about wanting to make a radical career move. People leave school and find a job. This can often prove to be the wrong choice, but the lure of money is strong and after a while it can be hard to change direction, and a sense of frustration grows.

Many adults feel they are on a treadmill at work. They have the respect of colleagues, but feel that their work lacks purpose, meaning or value; or they may been in their jobs too long and are bored..

They may start tentatively back into education, but then become more deeply involved with their studies. This opens up new possibilities. They meet other students who are in interesting jobs or working towards them. A professional career, previously regarded as 'not for the likes of them', becomes a possibility, then a clear goal.

In Love With Learning

Many students gain great personal satisfaction from grappling with new ideas, new subjects, getting below the surface of an issue, and discovering something new about a subject. They enjoy going into the library and hunting down articles that throw extra light on a subject. For them, the point of learning is learning itself. The motivation to learn for its own sake is often a particularly characteristic of learners over 45, although it can span all ages.

Fateful Moments

A change of life direction can result from unforeseen and traumatic event, or an 'ending' in one's life. These painful life events can include:

- bereavement
- divorce/separation
- redundancy
- children leaving home

These emotional crossroads, particularly those that are unexpected, force us from a 'protective cocoon' of familiar security and make us re-evaluate life.

Think about your own reasons for wanting to return to education and try the exercise that follows.

What Do You Hope To Achieve Through Education?

Try to analyse your own reasons for wanting to study in higher education. Draw a ring round the number that indicates how important each potential outcome is to you.

To prove something to myself	1	2	3	4	5	6	7	8
To acquire more confidence	1	2	3	4	5	6	7	8
To broaden my horizons	1	2	3	4	5	6	7	8
To get my life out of a rut	1	2	3	4	5	6	7	8
To experience higher education	1	2	3	4	5	6	7	8
To gain an advanced qualification	1	2	3	4	5	6	7	8
To learn more about a subject that interests me	1	2	3	4	5	6	7	8
To have the opportunity to study	1	2	3	4	5	6	7	8
To improve my career prospects	1	2	3	4	5	6	7	8
To improve my skills in my current job	1	2	3	4	5	6	7	8
To improve my promotion prospects/salary	1	2	3	4	5	6	7	8
To show family/friends that I can do it	1	2	3	4	5	6	7	8
To meet people with similar interests	1	2	3	4	5	6	7	8

Which of these do you feel are the **most important reasons** for you?

1

2

3

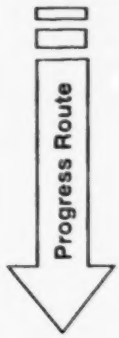
PART-TIME HIGHER EDUCATION

In Britain there are nearly 200 institutions of higher education that offer higher education courses to people who wish to, or need to, study part-time.

Surveying the higher education scene as a whole, the choice of subjects on offer is vast. But in reality people attracted to part-time study pick courses at institutions easily accessible from their homes, or look to the Open University for a distance learning course.

Most institutions offer students the chance to work in a series of stages toward a qualification. Students accumulate credits for each individual course (usually called a 'module' or 'unit') they successfully complete, and these credits mount up. Modules carry credit ratings, e.g. 5, 10, 15, 20, 30 or 40 depending on the subject chosen.

Students, unless they have previous experience of study in higher education, begin their studies at Stage 1 and work through 120 credits at this level before moving on.



STAGE 1: Certificate of Higher Education

This is an introductory level of study in higher education. A Certificate of Higher Education can be awarded when 120 stage or level 1 credits have been gained.

STAGE 2: Diploma of Higher Education

This is an intermediate level of study. A Diploma of Higher Education can be awarded when 120 stage or level 2 credits have been gained.

STAGE 3: Degree

This is an advanced level of study. A Degree can be awarded when 120 stage or level 3 credits have been gained.

Studying part-time in higher education can be rather like building a jigsaw. The 'pieces' (or modules) can be fitted together to make a course.

Most part-time certificate, diploma and degree programmes allow students a fair amount of choice to enable them to pursue subjects of interest, although students may have to take some 'core' or compulsory modules.

Students work at their own pace to gain credits. They can generally stop and start their studies – perhaps have a break for a year, then return. The credits can also be transferred from one institution to another, so if someone moves home it should be possible to find another university or college in the new area who will usually accept the credits gained elsewhere.

GETTING STARTED

The different ways of preparing to study either full or part-time in higher education are outlined in the *Into Universities* booklet *'Routes into Higher Education: a comparative guide for adults (21+)'* obtainable from any of the guidance services listed at the back of this booklet.

For applicants with relevant qualifications at 'A' level or equivalent, direct entry to a chosen part-time higher education course is usually the norm. There is an application form to complete, obtainable from the institution concerned, followed by either an unconditional admission to the course or an interview with a member of the course team who then makes a final decision.

However, most institutions of higher education offer a way onto part-time courses for adults without, or with few, qualifications. If an applicant is a bright and able person, there is likely to be a way for them on to a part-time course. It may be possible, for example, to start by taking one or two modules on a trial basis. The applicant would simply register for the chosen modules, try these out and see how they got on. If they were successful they could then transfer on to a course leading to a specific qualification – certificate, diploma or degree.

'A BRIGHT AND ABLE PERSON'?

Many adults still leave school with few qualifications. But adults without qualifications often have quick wits, inquiring open minds, and have developed their writing skills away from the classroom. These same adults will enjoy reading, they like discussing topical issues with other people and can think problems through in a logical way.

At the heart of learning is the ability to keep an open mind, be receptive to arguments and be able to write good English.

Try this exercise yourself.

Some commentators see a connection between violence on television and violence for real on our streets.

First, write down what your **opinion** on this topic,
e.g. a sentence or two summarising whether you agree or disagree.
Write your opinion in the box below.

But now in no less than four sentences, write down your **arguments** for holding the opinion you hold, e.g. what makes you arrive at your particular opinion. Write in the space below.

How difficult was this? How easy was it (a) to try and think of arguments in support of your opinions and (b) write at least four clear and coherent sentences that summarised your viewpoint?

If it was easy, you may be ready for study at this level.

If you have any doubts about your ability to study in higher education, it might be worth attending a 'Return to Study' type course first. These courses concentrate on developing the skills for learning: note-taking, essay writing, using a library etc.

These courses are to be found in most local colleges of further education and institutions of higher education. The Open University also offer preparatory courses for students to work through at their own pace in their own homes

THE COSTS OF LEARNING

Part-time students can pay as they study. They pay in advance for the modules they choose. The costs of modules vary from one institution to another, but someone choosing to study 60 credits in 2002 is likely to pay around £400-500, in total in course fees. This can usually be paid in instalments by direct debit or other means of staggered payment.

There are however, additional costs to be taken into account, particularly travel, books, stationary and childcare costs. Most institutions of higher education have daytime childcare facilities, and part-time students can reserve childcare places for the times they attend classes. Competition for places in these nurseries is fierce and places need to be reserved well in advance of starting a course.

Over the last few years there has been recognition by government that not all part-time students are earning high wages and can afford to pay the full course fees.

So for students in receipt of means tested state benefits, including Housing Benefit, there are now fee remission or substantial fee reduction schemes in operation in most institutions. Some institutions also offer fee-reduction schemes to retired people irrespective of whether they are in receipt of state benefits or not.

Part-time students, studying for degree qualifications, can also take out a Student Loan for each year of their study (in 2002, this was £500). The loan is repaid once the degree course is completed. Graduates pay back the loan indirectly by the tax system. The more that is earned, the quicker the debt is repaid. Those in low paid jobs would not be expected to repay their loans until their earning capacity improved.

There may also be additional help direct from the institutions in the form of what is often called 'Hardship Funds' to help pay for specific things, e.g. childcare, travel, equipment etc. Usually these Hardship Funds are only available to students who have taken out a Student Loan and who still need some additional financial support.

There is a booklet *Financial Support for Higher Education Students* that you can obtain free from one of the guidance services listed at the end of this booklet, or by freephone 0800 731 9133, quoting reference S/FSHE/V2, or via the internet on:
www.dfes.gov.uk/studentsupport/formsandguides.cfm

THE EXPERIENCES OF PART-TIME STUDENTS

When an adult is accepted on to a part-time higher education course, they typically feel a mixture of elation and anxiety. The elation comes from being accepted onto the course, and the anxiety stems from the fears that come with starting a course at this level:

- **Can I juggle the time for study and for home?**
- **Can I cope with study at this level?**
- **Will it all go over my head?**
- **Can I cope socially?**

Time Management

One of most difficult tasks for many mature students is learning to organise time to balance the demands of study and home life. Lack of time is cited by 40% of Open University students as their principal study problem, and 60% of withdrawing students say it was the main reason they dropped out.

It is important that prospective students discover beforehand how much time they need to commit to their studies:

- **Actual attendance at lectures, seminars or in laboratories or workshops**
- **Recommended reading time**
- **Preparation for, and writing assignments**
- **Individual tutorials**

College and university admission staff should be able to give prospective students information on the time commitment involved, which will vary from one course to another.

The Open University, for example, estimates that one of their 60-point course involves on average 600 hours of study; a 30-point course takes 300 hours, and a 10-point course 100 hours. On average, it takes about eight hours of study per week for a 30-point course run over nine months. However, the amount of time you spend studying also depends on the student's experience of the subject and their level of study skills.

It is very easy to be overwhelmed by the demands of home life and study to the point when study becomes a burden. To avoid this situation, it is important that prospective students work out in advance what their home time commitments and relaxation needs are, so that they can work out a good balance between home, leisure and future study.

Try the following time analysis exercise

Look at your current activities and see what might be eliminated or reduced.

Activity	Hours per week now	Revised allocation
Watching TV		
Socialising with others		
Time with partner		
Child care Caring for other dependants		
Employment (including travel time)		
Housework		
DIY		
Hobbies/interests		
Other		
Totals		

Many students find that they learn to cope with home, leisure and study needs and demands by adopting the '4 D approach' to managing their time:

Decommitment: identifying things that don't really need doing, and abandoning these

Deferment: putting things off till after the exams or assignments have been completed

Downgrading: doing things to a less perfect standard

Delegation: getting someone else to do things that hitherto have apparently been your responsibility

Don't take on more courses than you can cope with. It is better to start slowly and then build up your time commitment to study as you gain more confidence and experience.

EARLY DAYS

For most part-time students, whether they attend their local institution or study at home, the first few months tend to be the most difficult. There is a period of great uncertainty about what is expected.

Every subject studied has its own 'language', jargon or terminology to get to grips with, and there is a coming to terms with the role of being a student in higher education. For many, the 'why am I doing this?' question is never far away, and a series of early frustrations and difficulties can send some students off the rails.

Most part-time mature students however, find great support from other students, as there is a sens of 'we-are-all-in-this-together' and a willingness to help each other get through and succeed.

Most higher education institutions now offer learning support to part-time students, in the for of individual help, study skills workshops, or 'Return to Study' modules. This support is often essential in helping to build the confidence of students or by showing them what is required c them in an essay.

There many excellent books in print on study skills, and prospective students should always seek advice from admission tutors or education guidance advisers on recommended reading for a particular course.

The teaching in higher education usually involves a mixture of formal lectures, during which th students take notes, and seminars where students get the chance to discuss the issues raisec in the lecture. The Open University operates on a similar principle, although the 'lecture' is usually delivered in the form of a workbook sent to the student, and the 'seminar' in the form regular opportunities for students to meet each other and the tutor at a local study centre.

A study of part-time mature students at Warwick University in 1998 (Merrill) found that it took a few months for adult students to adjust to a new and unfamiliar role:

Participants arrived at Warwick with preconceived ideas about teaching styles at university. Some assumed that teaching would resemble the formal approaches used in schools.

'When I first came I thought it was going to be like school - teacher tells you what you do and you do it'

(Helen)

For a minority it was a shock to discover that they were not going to be spoon-fed. They had to learn to become independent in their learning approaches.

THE FIRST ASSIGNMENT

For many students, writing their first assignment and waiting for the result and feedback from the tutor is a crucial time – and often can make the difference between staying the course and dropping out.

However, once the first assignment has been written and the mark achieved students increasingly gain a sense of what is expected of them. If their marks were low, there is often a determination to do better next time and many mature students will seek out the tutor concerned to get detailed feedback and advice on improving their grades. There will be a considerable amount of informal discussion between students on what a certain tutor is looking for, and gradually they learn what has to be done to gain good marks.

There is a growing realisation, for example, that to gain good grades students must submit assignments that connect with four concerns of their tutors:

1. Relevance

Tutors expect that students will answer the question or issue posed, and that assignments will clearly address the topics and concepts implicit in the question and deal fully with these.

2. Good Use of Source Material

Tutors expect students to show evidence in their essays that they have read a variety of texts concerned with the subject, and that they can be critical of this material.

3. Argument

Tutors expect students to present reasoned arguments in assignments, as opposed to just voicing unsubstantiated opinion.

4. Presentation & Structure

Tutors expect that essays will be well written and to a large extent free of spelling mistakes and grammatical errors. Tutors also expect that assignments will be well structured: with a beginning, middle and clear ending.

EXAMS!

Another cause of anxiety in the first year of study is examinations. Most degree level courses will include examinations of students as part of the assessment process. Typically, assessment will involve 50% of marks from written assignments and 50% marks from formal examinations, although the percentage can vary from course to course.

Exams can bring back difficult memories from school, but many universities now try and prepare students for the experience by offering mock-examinations and preparing students for the range of likely questions that will encounter.

But once the first assignments and examinations have been completed successfully, most students start to relax and begin to realise that they are as able as the others around them.

AGE?

One of the worries that adults often express before they begin their studies concerns age. '*Am I too old?*' tends to be the question asked. This generalised open question usually covers a number of specific concerns:

- **Am I too old' (socially)?** This stems from a fear they will stick out as different in some way.
- **Am I 'too old' (intellectually)?** This is a fear that they won't be able to take in all the new information.
- **And am I 'too old',** in the sense that a voice in their head is telling them that they 'should have done all this years ago if they were going to do it'?

The answer to all this is, no, no and no!

No, socially, because, as mentioned before nearly one in four students in higher education are studying part-time and the majority of these are over 21 years of age.

No, intellectually, because we never stop learning in life and part-time study is a formalised extension of this process.

No, to the idea that we should or shouldn't do things because of our age. Why should we?

The issue relating to age that older students *do* need to consider is in relation to their mental flexibility to accept new ideas. Higher education will often question conventional notions and will throw down the challenge to students to look at familiar situations in new ways.

But if an older person has an enquiring mind and is willing to consider new ideas – and not immediately reject them because they don't connect with his or her own life experiences – then they have nothing to fear, and everything to gain, from higher education.

DROP-OUT

The drop-out rate from higher education among mature students is higher than for younger students. But their reasons for dropping-out from a course are often very different.

Younger full-time students are more likely to leave a course because they are struggling to cope with the course itself. But older part-time students are more likely to leave because of external problems unrelated to their studies, including:

- Money problems
- Childcare problems
- Care of elderly relatives
- Conflict between home and study responsibilities
- Relationship difficulties
- Health difficulties

Some part-time students also drop-out permanently because they have not worked out clearly enough in their own minds why they are there in the first place. Their motives for study were not strong or clear enough to survive the doubts, frustrations and anxieties that can be, and usually are, a feature of study at this level in the first year.

However, an important point to remember is part-time study is flexible. Credit gained from modules successfully completed stays on record and students can suspend their studies when appropriate. Often what happens is that older students will halt their studies temporarily to deal with a problem but will return when the situation improves. The term 'drop-out' then, can hide the fact that students may withdraw for a while, but often come back into the system when the time is right for them.

HOME SWEET HOME

The problems encountered by mature students at home can receive attention from researchers disproportionate to their actual occurrence. In fact, the majority of students have partners, children and wider family who are supportive and proud of what they have done or are doing.

But it is true that a significant minority of part-time mature students do experience problems from family members who are not interested or supportive of their studies.

For example, one study of 31 female mature students (*Edwards*) found that a quarter of the women separated from their partners during their studies. Higher education gave some of the women the confidence to demand equality within their relationships that they had not previously had and had given a final blow to relationships that were already beginning to crumble.

However, the women's experiences with their children were generally all positive, as both the children and their mothers could share their current educational experiences. The sight of their mother writing or reading a book would often encourage the younger children to do the same.

Men can and do experience the same problems, although perhaps not to the same extent as women. The dual roles that women face, with their studies and with household responsibilities, can emphasise problems that already exist.

THE REWARDS & RESULTS OF PART-TIME STUDY

The time, effort and money spent on gaining an advanced qualification is considerable, so is it all worth it? What are the rewards and results for part-time students after five, six years or longer of study to gain a degree? There are three potentially big 'pay-offs' for this effort:

1. Degree Results

The final degree results of part-time mature students are comparable to those of students on full-time courses. The same spread of results – from first-class honours degree, to bare pass – can be found among part-time students, as among full-time students.

As with everything in life – the more you put in, the more you can get back. Part-time mature students are often the most determined of all students to do well at their studies. They often have to pay their own fees, and are often working to make a career change out of work they detest. This makes them often the most tenacious of students, determined to get their 'money's worth'.

Those that succeed and obtain their degree often record this as one of the most significant and important events of their life. They have proved to themselves that they too have the ability and motivation to succeed at this level of education.

2. Career Improvements

But is there a pay-off in terms of career improvement for mature graduates?

Many part-time mature students are already in jobs and a degree can often help them to progress in their careers and to gain access to management positions or professional training. The degree can also help others change career direction and to escape from a job that they dislike.

However, a degree is not an automatic passport to a better, brighter career. A major study in the late 1990s of 10,000 graduates, three and a half years after graduation, looked at their employment status and the types of work they were doing (*Elias*, 1999). Eight out of ten students felt they were in jobs that were allowing them to apply knowledge and skills gained during their degree studies.

However, about one in ten graduates were in 'non-graduate' jobs, that is, jobs open to candidates with other qualifications, and not a job especially earmarked for a graduate. The study also found that older graduates (over 50) had difficulty in breaking into more responsible work if they had not had relevant work experience prior to graduation. If they were unemployed on graduation, the 50+ student was likely to remain unemployed much longer than younger graduates.

An older graduate trying to break into a professional career without any previous work experience relevant to the chosen profession may well experience considerable frustration and rejection in their attempts to make a career change. Older graduates are also often more restricted geographically and cannot just go easily to other parts of the country for work. However, a mature graduate that has already gained a foothold in their chosen career area – perhaps even at a relatively low level – is likely to find that academic success will be recognised and rewarded by their employers.

3. Growing Confidence

But perhaps the biggest pay-off from study for mature students is the growing sense of self-worth that they gain from their studies.

In most surveys of the experiences of older students what emerges is a typical pattern of initial anxiety leading to a growing sense of achievement and self-worth. A study in 2000, for example, of 336 mature students (*Dench & Regan)* found that:

80% of the students reported a positive impact on at least one of the following areas of their lives: enjoyment of life, self-confidence, how they felt about themselves, and their ability to cope with life.

42% reported an improvement in their ability to stand up and be heard and/or their willingness to take responsibility.

Rosalind Edwards found a similar result in her study of mature women students. All but one of the thirty-one women interviewed felt that what they had gained from higher education was confidence. This was a confidence in expressing their ideas and in negotiating more easily with 'authority figures', such as doctors and teachers. The education system, as a result of their own studies, had been demystified and had given them more confidence in their dealings with their own children's school teachers.

I think I am a more rounded person now…sort of 3D if you like…. I am glad I have been able to cope with it so far. I know there have been moments when I couldn't, but the fact is that I have done, and carried on... The whole thing has been fascinating, frustrating at times, but fascinating.

June, a mature student, quoted in 'Beyond Fragments', approaches.

WHAT NEXT?

If you are interested in continuing your education part-time up to degree level, what next?

A summary of the main opportunities to study up to degree level in institutions of higher education across West Yorkshire follows, together with details of guidance advisers in those institutions who can give information and advice on all aspects of part-time advanced study.

The *Routes Into Higher Education* Booklet is available free from the following institutions, and may help you decide which route is best for you.

BRADFORD COLLEGE

Bradford College offers part-time courses at degree level in Business Studies • Combined Studies • Applied Health & Consumer Studies • Health & Social Care • Youth & Community Development • Community Studies • Community Work • Counselling & Psychology in Community Settings • Management & Organisation Studies • Managing Diversity • Marketing Communications Social Welfare with Law • Creative Therapy Studies • Business Studies and in Community Studies. There are also advanced courses (to higher national level) in a range of subjects including computing • graphic design • fashion & textiles • interior design • hospitality management • tourism • leisure management • law.

Contact: Graham Austerberry and colleagues in Student Services, tel. 01274 753044

UNIVERSITY OF BRADFORD

The University of Bradford, School of Lifelong Education, offers part-time courses at degree level in Social Studies • Health & Social Care • Community Development Regeneration • Yorkshire & Pennine Studies and in Continuing (Combined) Studies.

Contact: Colin Neville or Jo Lewis in the School of Lifelong Education & Development, tel. 01274 233210, or Lis Lewis, Mature Applicants Adviser for the University, tel. 01274 233037

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The University of Huddersfield offers part-time courses at degree level in Humanities • History • English Studies • Politics • Theatre Studies • Chemistry • Hospitality Management • Catering Management • Multimedia Studies • Computing • Business Information Technology • Community Education • Electronic & Electrical Engineering • Finance & Law • Business Studies • Law/Business Law.

Contact: Caroline Foster in Student Services, tel. 01484 473569

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Contact: Rosie Atkins, Lynda Hall and Madeline Smith (Advisers) in Student Services, tel. 0113 245 1466

LEEDS METROPOLITAN UNIVERSITY

Nearly all the degree courses at Leeds Metropolitan University are offered on either a full-time or part-time basis.
The main subjects offered include a wide range of degrees within the broad headings of Accounting & Finance • Architecture & Landscape • Art & Design • Construction & Built Environment • Business & Management • Computing • Cultural Studies • Health & Science • Information Management • Languages • Law • Leisure & Sport • Nursing • Social Sciences • Teacher Education • Technology • Tourism & Hospitality Management.

Contact: Alan Smith and Wyn Young in the Education Guidance Office, tel. 0113 283 5906

UNIVERSITY OF LEEDS

There is a broad range of degree subjects on offer including Classical Civilisation • Combined Arts • Continuing Studies • English Language & Literature • History of Art • Local & Regional History • European Studies • Music • Philosophy • Theology & Religious Studies • Business Studies • Social Studies • Geography • Sociology • Social Policy & Administration • Applied Psychology • Applied Biology • Biology • Plant Biology • Ecology • Zoology.

Contact: Mohammed Hussain and colleagues in the School of Continuing Education, tel. 0113 233 3191 or the Office of Part-time Education, tel. 0113 233 3212

To find out about part-time degree study in other parts of the UK, telephone **Learndirect** on freephone 0800 100 900.

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